Learning Conversation Notes	
Name of Partner: Chana High School	<b>Date:</b> May 31, 2005
Teen Parent Program	
Number of Children Served:	<b>Ages:</b> 0 yr (2), 1 yr (3), 2 yr (1),
Chana –5 and Maidu –1	3 yr (1), 4 yr (2)
Adult Ed - 3 consistently	
When Served:	Gender: Ethnicity:
February 2005 to present	6-Male 6 - Caucasian
	3-Female 1 - African Amer.
	2 – Hispanic
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**Conversation Participants:** Don Ferretti, Nancy Baggett, Michael Romero, Heidi Kolbe – Facilitator, Judy Marston, Cindy Murphy, Laura Barhydt, Pat Drost, Theresa Leal

### **Outcomes:**

- Children 0-5 of pregnant and parenting teens and young adults served by Chana's parenting program are supported with education, developmental opportunities, and parenting skills resulting in children who are healthy and meeting appropriate developmental milestones.
- Non First 5 funding will exist and be used to reduce by 25% the First 5 funds needed for staff salaries in fiscal year 05-06.

### **Performance Measures:**

- Demographics (number of 0-5 served by gender, age, ethnicity and when services were provided).
- Parent's completion of graduation/GED/CHSPE
- Placer Outcome Screens (early childhood & adult)
- Pre/Post Surveys and Adolescent Adult & Parenting Inventory with teen parents
- Anecdotal stories and pictures
- Ages & Stages Questionnaire
- The amount of non First 5 funds actually received and applied to Young Adult Parent program staff salaries and outreach in fiscal year 05-06

### What is this data telling us about achievement of outcomes?

3 (boys), age 4 (2), Age 1 (1) all Caucasian of the Child Development Center children from Adult Ed are consistently attending the program

The 6 mo ASQ is completed by the parent with assistance from the child development center staff to be sure the assessment is correct. In most cases, staff agreed with the parent assessment.

ASQ summary scores indicated these children are performing well within the normal range with no concerns at present. Four of the six children are expected to return next school year.

## What is this data telling us about achievement of outcomes? (Con't)

Data needs to be collected for the children who are really being served. Difficulty of collecting data for the A&S Questionaire is due to children of adult ed students not attending the child development center programs. The parents need to be educated to understand the importance of the First 5 crucial years.

Parents have indicated hesitancy to bring their children to the child development center due to fear of exposure to diseases.

ASQ scores indicate the individuality of the children. They will progress at different rates.

Constant communication and modeling in a respectful and caregiving manner with both the parent and the child help the child develop appropriately.

Translation for the Hispanic population in the child development center is currently done by a student peer. In special cases, an outside translator will be called in to assist.

Regarding Performance Measure #2: Parent's completion of graduation/GED/CHSPE: from Chana 2 moms are graduating, one was asked to leave, and four will return. From Maidu one graduated and one will return. Five are graduating from adult ed and 15 will have the opportunity to return next year.

Regarding Performance Measure #4: Pre/Post Surveys and Adolescent Adult & Parenting Inventory with teen parents: data was not available at the time of the learning conversation

ASQ-SE is used to assess what other services are needed.

Data shows the majority of parents have strong basic skills and know when to ask for help.

There has been no money collected for sustainability at this time. Six letters have been sent out, but no response has yet been received.

#### **Outcome Screens:**

Most of the children are well cared for, only one is living in a questionable/chaotic home environment.

The exposure to environmental hazards is mainly due to tobacco smoke. Three of six children are exposed to a smoke environment.

Data indicates that 4 of 6 children are fine. There are 2 children who require more attention at this point in time.

# In what ways will we apply what we have learned from our data?

ASQ-Se is a very important tool and we need to be sure to use it on a regular basis.

This instrument (ASQ-SE) can be a conversation starter.

Important tool for the Adult School kids to make them understand the importance of child development

Learned about the importance of collaboration between those who collect data, to get a better picture of the parent and child.

# Other points that were made during the conversation:

Coordination of effort is focused around the children in the critical/concern category. The sharing of information between Adult Ed and Child Development staff is informal.

Consideration is being given to revamping the contract with the adult school students to require them to have their children participate in the child development center program.

## Next Steps:

The demographic data will be broken out by program as outlined by the Scope of Work

Ages and Stages surveys will be collected on all children whose parents are attending Adult Ed, and will be made available for the learning conversations. The information will be presented in a coordinated effort between both programs

Case management will occur between Chana staff and Early Head Start staff, around the ASQ on children served through both programs.

Use Outcome Screen tracker software and bring data on a disc for the next learning conversation.

Need to redefine the strategies and scope of work regarding sustainability.

Bring all instruments that are used in performance measures to learning conversations